

# *re*VISION

## **Action Grant**

2021-2022

*Application*

Submitted by:

***Stapleton Public Schools***



## Section 1: Application Overview

### Introduction

Stapleton Public Schools believes in utilizing data to ensure local Career & Technical Education programs create success for all students. The quality and effectiveness of Stapleton Public School's Career & Technical Education departments is dependent on constantly evaluating and improving. To make adequate adjustments, Stapleton Public Schools evaluated student aptitude/interest data, ADVISER data, H3 economic development data, and community input data. After analyzing the data, Stapleton Public Schools has settled on 3 main goals: implementing work-based learning, revising agriculture programming, and industry-standard equipment in business. Stapleton Public Schools believes that if these goals are met, the district can better align to ESU 16's Perkins V Consortium application. According to the application, by 2024, all Career & Technical Education programs are aligned to high-wage, high-demand, and high-skill careers. To ensure alignment, all equipment and resources need to be up-to-date and meet industry-standards and expectations.

### Work-Based Learning

According to ADVISER data, only **4.92%** of ESU 16's Career & Technical Education concentrators participate in work-based learning. Of that **4.92%**, **0%** of homeless students, **0%** of English Language Learners, and **0%** of Hispanic students participate in work-based learning. Nationally, only **29%** of college graduates report they had an internship or job that allowed them to use what they learned in the classroom. Students overwhelmingly want more internships.<sup>1</sup> The Nebraska Department of Education has prioritized work-based learning within Carl D. Perkins V.

Because of this data, Stapleton Public Schools is prioritizing the implementation of a work-based learning program. By using the Nebraska Department of Education work-based learning resources, Stapleton Public Schools will be able to embed work-based learning intentionally. Stapleton Public Schools is seeking reVISION funds to finance a work-based learning coordinator.

### Agriculture Programming/Equipment

Stapleton Public Schools sits in rural Nebraska with a mere population of 298. The Stapleton economy thrives on farm and ranch operations. In 2007, the United States Department of Agriculture reported that the fastest-growing group of farm operators is 65 years and older.<sup>2</sup> In 2019, the United States Department of Agriculture reported that only **32%** of agriculture producers were female and the average net income was \$87,824.<sup>3</sup> Because of this, our constituents expressed their concerns about the lack of agriculture programs at Stapleton

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<sup>1</sup>"Great Jobs, Great Lives," the 2014 Gallup/Perdue Index.

<sup>2</sup> 2007 Census of Agriculture. Retrieved August 27, 2020, from [https://www.nass.usda.gov/Publications/AgCensus/2007/Online\\_Highlights/Fact\\_Sheets/Demographics/farmer\\_age.pdf](https://www.nass.usda.gov/Publications/AgCensus/2007/Online_Highlights/Fact_Sheets/Demographics/farmer_age.pdf)

<sup>3</sup> Potter, L. (2019, April 12). Number of farms in Nebraska down 7 percent, latest Census of Agriculture reports. Retrieved August 27, 2020, from [https://kearneyhub.com/news/state/number-of-farms-in-nebraska-down-percent-latest-census-of/article\\_d49a3696-5d35-11e9-b923-7370ef3e1cfa.html](https://kearneyhub.com/news/state/number-of-farms-in-nebraska-down-percent-latest-census-of/article_d49a3696-5d35-11e9-b923-7370ef3e1cfa.html)

Public Schools. Four years ago, Stapleton Public Schools started their first Agriculture CTE program.

Agriculture occupations are an enormous need in the Mid-Plains Economic Development region in Nebraska. Potentially four of the top ten occupations for the Mid-Plains Region are in Agriculture (Heavy and Tractor-Trailer Truck Drivers, General and Operations Managers, Farm Equipment Mechanics and Service Technicians, and Managers, All Other). It is projected that by 2026, the projected employment for Heavy and Tractor-Trailer Truck Drivers is **1,105**. The projected employment for General and Operations Managers is **780**. The projected employment for Farm Equipment Mechanics and Service Technicians by 2026 is **398**. Lastly, the projected employment for Managers by 2026 is **406**.

According to YouScience and Nebraska Career Connection Assessments, **40%** of the 9-12 students enrolled at Stapleton Public Schools show a high aptitude/interest for careers related to agriculture.

Because of this data, Stapleton Public Schools would like to utilize reVISION funding to purchase the materials and equipment necessary to have a more successful Plant Science and Animal Sciences courses. These materials will ensure students have a better understanding of the Nebraska State Standards in Plant Sciences and Animal Sciences.

### Industry-Standard in Business

The United States is in the midst of a personal debt crisis. Student loan debt has soared to \$1.5 trillion<sup>4</sup>, almost triple the level in 2007. Students with loans are carrying a crippling average balance of \$37,000.<sup>5</sup> According to a 2018 survey by RamseySolutions, money fights are the second leading cause of divorce, behind infidelity.<sup>6</sup> Personal finance is a must for students to have a future healthy relationship with money.

According to the Nebraska Department of Economic Development (H3), personal financial advisors are considered high wage, high demand, and high skill in Nebraska. Currently, there is an estimated **23.62%** increase in this position between 2016 and 2026 in Nebraska and a **8.7%** increase in the Mid-Plains economic development region.

According to YouScience and Nebraska Career Connection Assessments, **43%** of the 9-12 students enrolled at Stapleton Public Schools show a high aptitude/interest for careers related to business.

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<sup>4</sup> Federal Reserve Board, Consumer Credit report, released January 18, 2019.

<sup>5</sup> Zach Friedman, Forbes.com, Student-loan debt statistics, June 13, 2018. <https://www.forbes.com/sites/zackfriedman/2018/06/13/student-loan-debt-statistics-2018>

<sup>6</sup> Money ruining marriages in America: A Ramsey Solutions study. (n.d.). Retrieved April 19, 2021, from <https://www.ramseysolutions.com/company/newsroom/releases/money-ruining-marriages-in-america#:~:text=According%20to%20a%20new%20survey,cause%20of%20divorce%2C%20behind%20infidelity.&text=Almost%20half%20of%20couples%20with,a%20top%20reason%20for%20arguments>.

Because of this data, Stapleton Public Schools would like to utilize reVISION funding to purchase a stock market ticker. This industry-standard piece of equipment will allow students an opportunity to calculate return, leverage, risk, fundamental and technical analysis problems, price, volume, momentum, and moving averages. Therefore, building a student's efficacy in personal finance.

### Conclusion

Stapleton Public Schools believes that, through the use of data, Career & Technical Education programs can be an immersive and hands-on learning experience for all students. Stapleton Public Schools is seeking a grant through the reVISION process to advance the technical skills of our students. Because of reVISION, we will graduate students that are more prepared to advance in jobs that are high-skilled, in high-demand, and are high-wage in our local workforce in our region.

## **Section 2: Key Objectives**

*Stapleton Public Schools is dedicated to providing a data-driven Career & Technical Sciences program that aligns with the local workforce needs while providing students with systemic career development that involves work-based learning.*

**Objective #1: Work-Based Learning.** Stapleton Public Schools believes that work-based learning can actually decrease student loan debt for students. According to *Career Readiness for All*, a key reason why college debt has spiraled out of control is that many students spend too many years in college, often changing majors and transferring between colleges.<sup>7</sup> Work-Based Learning would help students select and concentrate on those courses most directly related to their career goals, thereby enabling bachelor's students to secure their degree in four years instead of six years many now require, and more associate's students to finish in two years rather than the current three-plus years that is often the norm. This would greatly reduce not only the money spent on college tuition and fees, but also associated living costs that must be paid while students are in school.

Only **4.92%** of students within the Educational Service Unit 16 are taking advantage of work-based learning opportunities. However, according to Gallup, business leaders value an internship or work-based learning experience more than grades or college major. Because of this data, Stapleton Public Schools has made work-based learning a priority.

Through the Nebraska Department of Education's work-based learning resources and hiring a work-based learning coordinator, Stapleton Public Schools can ensure that all students (regardless of special population status) are partnered with H3 industries that align to their aptitudes/interests. A work-based learning coordinator will communicate with business and industry professionals to ensure students are learning through work.

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<sup>7</sup> Coalition for Career Development. *Career Readiness for All* (Spring 2019).

**Objective #2: Workforce Alignment.** The careers we prepare learners for are constantly emerging and changing. Career & Technical Education programs afford learners the opportunity to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. Stapleton Public School's programs must be well aligned to the next opportunities learners will encounter and keep pace with the constant evolution found in the marketplace. Industry-Standard equipment and materials will help implement high-quality Career & Technical Education programming at Stapleton Public Schools.

Stapleton Public Schools is uniquely positioned in rural western Nebraska with farm operations to the south and ranch operations to the north. Because of this, the majority of Stapleton's population is involved in the agriculture field. According to the Nebraska Economic Development, potentially four of the top ten occupations for the Mid-Plains Region are in Agriculture (Heavy and Tractor-Trailer Truck Drivers, General and Operations Managers, Farm Equipment Mechanics and Service Technicians, and Managers, All Other). It is projected that by 2026, the projected employment for Heavy and Tractor-Trailer Truck Drivers is **1,105**. The projected employment for General and Operations Managers is **780**. The projected employment for Farm Equipment Mechanics and Service Technicians by 2026 is **398**. Lastly, the projected employment for Managers by 2026 is **406**.

Because of this data, Stapleton Public Schools would like to utilize reVISION funding to purchase the materials and equipment necessary to have a more successful Plant Science and Animal courses. These materials will ensure students have a better understanding of the Nebraska State Standards and benchmarks in Plant Sciences and Animal Sciences.

Personal financial advisors are considered high wage, high demand, and high skill in Nebraska. Currently, there is an estimated **23.62%** increase in this position between 2016 and 2026 in Nebraska and a **8.7%** increase in the Mid-Plains economic development region.

Because of this data, Stapleton Public Schools would like to utilize reVISION funding to purchase a stock market ticker to help meet the Nebraska State Standards for Personal Finance and understand the constant changes that happen in the global economy.

**Objective #3: Data Use.** Stapleton Public Schools believes in relying on data to alter programs to better meet the needs of students. To do this, Stapleton Public Schools relied on student aptitude and/or interest data, Nebraska Economic Development data, ADVISER data, and community input.

YouScience and Nebraska Career Connection Assessments were administered to determine that **43%** of the 9-12 students enrolled at Stapleton Public Schools show a high aptitude/interest for careers related to business and **40%** of the 9-12 students enrolled at Stapleton Public Schools show a high aptitude/interest for careers related to agriculture.

According to the Nebraska Economic Development, potentially four of the top ten occupations for the Mid-Plains Region are in Agriculture (Heavy and Tractor-Trailer Truck Drivers, General

and Operations Managers, Farm Equipment Mechanics and Service Technicians, and Managers, All Other). It is projected that by 2026, the projected employment for Heavy and Tractor-Trailer Truck Drivers is **1,105**. The projected employment for General and Operations Managers is **780**. The projected employment for Farm Equipment Mechanics and Service Technicians by 2026 is **398**. The projected employment for Managers by 2026 is **406**. Personal financial advisors are considered high wage, high demand, and high skill in Nebraska. Currently, there is an estimated **23.62%** increase in this position between 2016 and 2026 in Nebraska and a **8.7%** increase in the Mid-Plains economic development region.

Only **4.92%** of ESU 16's Career & Technical Education concentrators participate in work-based learning. Of that **4.92%**, **0%** of homeless students, **0%** of English Language Learners, and **0%** of Hispanic students participate in work-based learning. Stapleton Public Schools believes that by employing a work-based learning coordinator, all students will have the opportunity to participate in work-based learning experiences regardless of special population classification.

Community input has been closely monitored to determine the next steps for the Career & Technical Education programming at Stapleton Public Schools. Five years ago, the Stapleton Board of Education and community members expressed the need for an agricultural program to start within the school district. Because of this, Stapleton Public Schools has implemented an agricultural program. At the community engagement night, constituents also commented on the need for Personal Finance skills in graduating students.

### **Section 3: Project Activities**

**Project #1. Work-Based Learning Coordinator.** Stapleton Public Schools would like to utilize reVISION funding to finance the salary and benefits of a work-based learning coordinator. According to the ESU 16 Perkin's V Application, schools will develop a program that ensures that all Career & Technical Education students have an opportunity to participate in Work-Based Learning. Stapleton Public School's believes that reVISION funding will help jumpstart this program.

Only **4.92%** of students within the Educational Service Unit 16 are taking advantage of work-based learning opportunities. However, according to Gallup, business leaders value an internship or work-based learning experience more than grades or college major. Because of this data, Stapleton Public Schools has made work-based learning a priority.

Stapleton Public Schools would like to utilize the resources provided by the Nebraska Department of Education to create a robust work-based learning program. The Work-Based Learning Coordinator will be responsible for many activities.

- Plan, develop, and evaluate the work-based learning program.
- Administer and manage the work-based learning program.
- Build relationships with local and regional businesses and community organizations, local and regional economic development and labor offices.
- Coordinate related classroom instruction and on-the-job instruction.

- Guide and advise student participants
- Create and/or review communications and public relations materials.
- Safely transport students to worksites.

Stapleton Public Schools believes that this program will ensure that students will graduate from high school with a better understanding of what field they will be the most fulfilled in. Stapleton Public Schools also hopes that this program will create business and industry mentors for students. These mentors will help students transition into post-secondary options and into the workforce.

#### *Evaluation*

Stapleton Public Schools will evaluate the effectiveness of the work-based learning program through a series of surveys and interviews of the students and businesses who go through the program. The leadership team and advisory team will ensure that students present in special populations are enrolled in work-based learning.

#### *Sustainability*

Stapleton Public Schools is committed to fund this position for future years to come.

**Project #2. Plant & Animal Sciences.** Stapleton Public Schools uniquely positioned in rural western Nebraska. The school district is truly sandwiched between farm operations to the south and ranch operations to the north. Because of this, Stapleton Public Schools would like to focus on Plant and Animal Science courses that are available to the students.

Stapleton Public Schools would like to utilize reVISION funding to purchase a floral cooler, grow towers (controlled climate and non-controlled climate), microscopes, plant science kit, dicot flower and stem models, butcher beef cut models, calf simulator, animal cell model, ruminant model, suture kit, indoor plant pond, and bovine birthing ad ultrasound simulator.

#### **By exposing students to this equipment students will meet the following standards in Plant Science more precisely:**

- AFNR.HS.5.1: Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
  - AFNR.HS.5.1.b: Conduct an experiment testing the effect different environmental factors have on plant growth.
- AFNR.HS.5.3: Create a plan for integrated pest management for plant production.
  - AFNR.HS.5.3.b: Report on common plant pests and diseases.
- AFNR.HS.5.4: Apply principles of classification, plant anatomy, and plant physiology to plan production and management.
  - AFNR.HS.5.4.b: Describe plant parts with regards to basic plant physiological processes.
  - AFNR.HS.5.4.c: Apply the knowledge of cell differentiation and functions of the major types of cells.

- AFNR.HS.5.5: Propagate, culture, and harvest plants and plant products based on current industry standards.
  - Choose appropriate plant propagation methods for various plant species.

**By exposing students to this equipment students will meet the following standards in Animal Science more precisely:**

- AFNR.HS.2.6: Classify, evaluate, and select animals based on anatomical and physiological characteristics.
  - AFNR.HS.2.6.b: Apply principles of comparative anatomy and physiology to uses within animal systems.

*Evaluation*

Stapleton Public Schools will evaluate the effectiveness of this equipment in the agriculture program through a series of surveys and interviews of the students, formative and summative assessment data, and enrollment numbers in the agriculture program.

*Sustainability*

Stapleton Public Schools has made the commitment to fund maintenance and any equipment and/or parts replacement costs. The instructor and students will perform regular maintenance to prevent breakdown and increase longevity.

**Project #3. Personal Finance.** Stapleton Public Schools believes that Personal Finance can help students both professionally and personally. YouScience and Nebraska Career Connection Assessments were administered to determine that **43%** of the 9-12 students enrolled at Stapleton Public Schools show a high aptitude/interest for careers related to business. Personal financial advisors are considered high wage, high demand, and high skill in Nebraska. Currently, there is an estimated **23.62%** increase in this position between 2016 and 2026 in Nebraska and a **8.7%** increase in the Mid-Plains economic development region.

Through reVISION funding, Stapleton Public Schools would like to expand the business department with the purchase of a stock market ticker.

**By exposing students to this equipment students will meet the following standards in Personal Finance more precisely:**

- BMM.HS.8.8: Evaluate savings and investment strategies to achieve financial goals.
  - BMM.HS.8.8.a: Compare and contrast saving and investing.
  - BMM.HS.8.8.e: Compare rates of return and risk between savings and investment instruments.
- BMM.HS.8.9: Develop and evaluate a plan to manage money to achieve personal goals.
  - BMM.HS.8.9.a: Identify various forms of income and analyze factors that affect income as part of the career decision-making process.



**By exposing students to this equipment students will meet the following standards in Intro to Business more precisely:**

- BMM.HS.8.2: Differentiate economic systems in order to recognize the environments in which businesses function.
  - BMM.HS.8.2.f: Identify factors that impact a business' profit and risk.

**By exposing students to this equipment students will meet the following standards in Accounting courses more precisely:**

- BMM.HS.8.28: Apply generally accepted principles (GAAP) to determine the value of assets, liabilities, and equity.
  - BMM.HS.8.28.f: Explain the purpose of the capital stock and retained earnings accounts for a corporation.
- BMM.HS.9.5: Apply corporate accounting concepts.
  - BMM.HS.2.5.c: Journalize transactions related to stocks and dividends.

*Evaluation*

Stapleton Public Schools will evaluate the effectiveness of this equipment in the business program through a series of surveys and interviews of the students, formative and summative assessment data, and enrollment numbers in the business program.

*Sustainability*

Stapleton Public Schools has made the commitment to fund maintenance and any equipment and/or parts replacement costs. The district has also committed to paying the yearly subscription fee associated with the stock market ticker. The instructor and students will perform regular maintenance to prevent breakdown and increase longevity.

**Section 4: Commitment & Capacity**

Before the reVISION process, the Career & Technical Education departments worked independently and somewhat competitively with each other. This meant that some aspects of Career & Technical Education were well covered by multiple classes and multiple teachers, while other topics were left unrepresented. The reVISION process has facilitated a platform for all departments to come together and work collaboratively to bring cohesion to our programs and benefit students as they prepare for their futures. The common goal among all Stapleton Public Schools Career & Technical Education departments is to strengthen the high school and junior high Career & Technical Education programs and align them with Nebraska's economic priorities and postsecondary entrance requirements.

**The Perkins V reVISION grant leadership team will consist of:**

- Brian Redinger, Stapleton Public Schools Superintendent - Fiscal Leadership
- Mrs. Kris Walker, Stapleton Public Schools Principal - Curriculum Development & Instructional Leadership
- Ms. Sandy Burke, Business Instructor - Curriculum & Class Instruction
- Ms. Dasie Nichols, Agriculture Instructor - Curriculum & Class Instruction
- Mrs. Polly Burnside, Family & Consumer Sciences Instructor - Curriculum & Class Instruction

- Mrs. Emilee Wells, Guidance Counselor

#### **Leadership Team Duties:**

- Increase opportunities for students
- Select Programs of Study (POS) that will lead to career exploration and competencies important to the region
- Expand program offerings to include certification and dual credit opportunities
- Increase parent involvement in career planning and college entrance
- Implement career awareness, goal setting, and planning meetings with students and parents
- Integrate career awareness into the curriculum
- Provide a project-based framework for all Career & Technical Education courses
- Incorporate entrepreneurship lessons for all Career & Technical Education students.

#### **Advisory Council Members:**

- Jon Walz, Local Farmer/Rancher (agriculture)
- Kristy Opela, President of the Stapleton Public School Board (education)
- Deb Paulman, Administrator at Educational Service Unit #16 (education)
- Nathan Weems, First State Bank and Community Member (business)
- Dr. Jody Tomanek, Vice President of Academic Affairs

#### **Advisory Council Members Duties:**

- Partner with Stapleton Public Schools to provide industry certification programs
- Provide dual credit courses for High School students
- Have access to workers with 21st-century employability skills including accountability, timeliness, self-management and professional behavior skills, technology skills, etc...
- Keep businesses in the area and facilitate community growth
- Keep families in the area
- Increase the number of skilled workers in the region

The two governing bodies (leadership team and advisory council) will meet regularly bi-monthly to ensure grant funds will meet the goals by monitoring and developing curricular activities, field experiences/observations, and in-school events.

## Section 5: Budget Proposal

Activity Budget: Activity # 1		
Expenditure	Unit Cost	Total
<b>Salaries</b> – Specified by Position (Object Code 100)		
Work-Based Learning Coordinator Salary	\$38,224.20	\$38,224.20
	<i>Subtotal</i>	\$38,224.20
<b>Employee Benefits</b> – Specified by Position (Object Code 200)		
Health & Dental Insurance	\$7,567.32	\$7,567.32
FICA/Retirement/Long Term Disability	\$7,139.99	\$7,139.99
	<i>Subtotal</i>	\$14,707.31
<b>Professional &amp; Technical Services</b> – (Object Code 300)		
Nebraska Career Education Conference Registration - Work-Based Learning Coordinator	\$200.00 (in-kind)	\$200.00 (in-kind)
	<i>Subtotal</i>	\$200.00 (in-kind)
<b>Other Purchased Professional Services</b> – (Object Code 400/500)		
Nebraska Career Education Conference Lodging & Meals - Work-Based Learning Coordinator	\$450.00 (in-kind)	\$450.00 (in-kind)
	<i>Subtotal</i>	\$450.00 (in-kind)
<b>Supplies</b> — including Operational Equipment - (Object Code 600)		
Not Applicable	\$0.00	\$0.00
	<i>Subtotal</i>	\$0.00
<b>Capital Assets</b> – (Object Code 700)		
Not Applicable	\$0.00	\$0.00
	<i>Subtotal</i>	\$0.00
<b>ACTIVITY TOTAL</b>		\$650.00 (in-kind)
		\$52,931.51

Activity Budget: Activity # 2		
Expenditure	Unit Cost	Total
<b>Salaries</b> – Specified by Position (Object Code 100)		
Agriculture Teacher Salary	\$38,224.20 (in-kind)	\$38,224.20 (in-kind)
	<i>Subtotal</i>	\$38,224.20 (in-kind)
<b>Employee Benefits</b> – Specified by Position (Object Code 200)		
Health & Dental Insurance	\$7,567.32 (in-kind)	\$7,567.32 (in-kind)
FICA, Retirement, and Long Term Disability	\$7,139.99 (in-kind)	\$7,139.99 (in-kind)
	<i>Subtotal</i>	\$14,707.31 (in-kind)
<b>Professional &amp; Technical Services</b> – (Object Code 300)		
Nebraska Career Education Conference Registration - Agriculture Teacher	\$200.00 (in-kind)	\$200.00 (in-kind)
	<i>Subtotal</i>	\$200.00 (in-kind)
<b>Other Purchased Professional Services</b> – (Object Code 400/500)		
Nebraska Career Education Conference Lodging & Meals - Agriculture Teacher	\$450.00 (in-kind)	\$450.00 (in-kind)
	<i>Subtotal</i>	\$450.00 (in-kind)
<b>Supplies</b> — including Operational Equipment - (Object Code 600)		
RealityWorks Plant Science Kit	\$649.00	\$649.00
RealityWorks Dicot Flower Model & Stem Model	\$698.00	\$698.00
RealityWorks Butcher Beef Cut Models	\$2,499.00	\$2,499.00
RealityWorks Calf Simulator	\$4,499.00	\$4,499.00
RealityWorks Animal Cell Model	\$229.00	\$229.00
RealityWorks Ruminant Model	\$399.00	\$399.00
RealityWorks Suture Kit - 5 Pack	\$999.00	\$999.00
Procool Floral Cooler 35 Cubic Feet 45" Wide	\$1,995.00	\$1,995.00
Aerospring 27 Plant Vertical Hydroponics Indoor Growing System	\$1,300.00	\$1,300.00
(2) Tower Garden FLEX Growing System	\$620.00	\$1,240.00
Aquascape 32" Indoor Pond	\$319.98	\$319.98
(4) Fisher Science Intermediate Compound Microscopes: Monocular	\$276.00	\$1,104.00
	<i>Subtotal</i>	\$15,930.98
<b>Capital Assets</b> – (Object Code 700)		
RealityWorks Bovine Birthing and Ultrasound Simulator	\$9,999.00	\$9,999.00
	<i>Subtotal</i>	\$9,999.00
<b>ACTIVITY TOTAL</b>		\$53,581.51 (in-kind)
		\$25,929.98

Activity Budget: Activity # 3		
Expenditure	Unit Cost	Total
<b>Salaries</b> – Specified by Position (Object Code 100)		
Business Teacher Salary	\$61,752.00 (in-kind)	\$61,752.00 (in-kind)
	<i>Subtotal</i>	\$61,752.00 (in-kind)
<b>Employee Benefits</b> – Specified by Position (Object Code 200)		
Health & Dental Insurance	\$7,567.32 (in-kind)	\$7,567.32 (in-kind)
FICA, Retirement, and Long Term Disability	\$11,191.57 (in-kind)	\$11,191.57 (in-kind)
	<i>Subtotal</i>	\$18,758.89 (in-kind)
<b>Professional &amp; Technical Services</b> – (Object Code 300)		
Nebraska Career Education Conference Registration - Business Teacher	\$200.00 (in-kind)	\$200.00 (in-kind)
	<i>Subtotal</i>	\$200.00 (in-kind)
<b>Other Purchased Professional Services</b> – (Object Code 400/500)		
Nebraska Career Education Conference Lodging & Meals - Business Teacher	\$450.00 (in-kind)	\$450.00 (in-kind)
	<i>Subtotal</i>	\$450.00 (in-kind)
<b>Supplies</b> — including Operational Equipment - (Object Code 600)		
Not Applicable	\$0.00	\$0.00
	<i>Subtotal</i>	\$0.00
<b>Capital Assets</b> - (Object Code 700)		
TickerPlay LED Ticker Display 12.6" x 18'	\$9,390.00	\$9,390.00
	<i>Subtotal</i>	\$9,390.00
	<b>ACTIVITY TOTAL</b>	\$81,160.89 (in-kind)
		\$9,390.00

## Budget Summary

### **Salaries** (Object Code 100)

Activity 1	\$38,224.20
Activity 2	\$38,224.20 (in-kind)
Activity 3	\$61,752.00 (in-kind)
<i>Subtotal</i>	<b>\$38,224.20</b>
	<b>\$99,976.20 (in-kind)</b>

### **Employee Benefits** (Object Code 200)

Activity 1	\$14,707.31
Activity 2	\$14,707.31 (in-kind)
Activity 3	\$18,758.89 (in-kind)
<i>Subtotal</i>	<b>\$14,707.31</b>
	<b>\$33,466.20 (in-kind)</b>

### **Professional & Technical Services** (Object Code 300)

Activity 1	\$200.00 (in-kind)
Activity 2	\$200.00 (in-kind)
Activity 3	\$200.00 (in-kind)
<i>Subtotal</i>	<b>\$600.00 (in-kind)</b>

### **Other Purchased Professional Services** (Object Code 400/500)

Activity 1	\$450.00 (in-kind)
Activity 2	\$450.00 (in-kind)
Activity 3	\$450.00 (in-kind)
<i>Subtotal</i>	<b>\$1,350.00 (in-kind)</b>

### **Supplies & Materials/Operational Equipment** (Object Code 600)

Activity 1	\$0.00
Activity 2	\$15,930.98
Activity 3	\$0.00
<i>Subtotal</i>	<b>\$15,930.98</b>

### **Capital Assets** (Object Code 700)

Activity 1	\$0.00
Activity 2	\$9,999.00
Activity 3	\$9,390.00
<i>Subtotal</i>	<b>\$19,389.00</b>

**Grand Total   \$88,251.49**  
**\$135,392.40 (in-kind)**

**Section 6: Supplemental Documents**

Supplemental Document #1 - Community Engagement Input Data

Supplemental Document #2 - Bovine Birthing & Ultrasound Simulator

Supplemental Document #3 - TickerPlay LED Stock Market Ticker Brochure

Supplemental Document #4 - Calf Simulator Included Curriculum Information

## Supplemental Document #1 - Community Engagement Stakeholder Input

Question #1 - <b>What strategies can we use to help students master the Nebraska Career Readiness Standards? How should their mastery be measured/documented?:</b>	Question #2 - <b>Reflecting on the Nebraska Career Education Model and the data presented, what courses should our schools offer to prepare students for careers in our future economy?:</b>	Question #3 - <b>What strategies should our school and/or community employ in order to prepare our students for careers in our future economy?:</b>
Create a business course in career development/ job pursuit, employability skills	<p>What if schools partnered to create a course or series of courses around employability skills, résumé writing, and interviewing?</p> <p>Could that be a grant funded program through reVISION?</p>	<ul style="list-style-type: none"> <li>- Career Exposure/Exploration</li> <li>- Shadowing</li> <li>- Career Counseling</li> <li>- Mentoring</li> </ul>
Require 4 years of Math	<p>CNA Courses through MPCC</p> <ul style="list-style-type: none"> <li>- Prerequisite to work in healthcare facility</li> </ul>	<ul style="list-style-type: none"> <li>- Job Shadow</li> <li>- Complete Résumé</li> <li>- Dave Ramsey's Total Money Student Makeover</li> <li>- Interview Skills</li> <li>- Have businesses talk to the students about drug testing, phones, being on-time, etc...</li> <li>- Let the business people help you educate student</li> <li>- Join in partnership with your community college.</li> <li>- Career Report - Students seek out business interview to report on</li> </ul>




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Increase opportunities for job shadowing, internships, etc...  Job Exposure - Tours - Farms/Ranches, Manufacturers, Hospitals, etc...	Information Technology courses related to Agriculture	Employment Fairs
Rubric	<ul style="list-style-type: none"> <li>- Instructional Technology related to Agriculture</li> <li>- Nursing Assistant</li> </ul>	<ul style="list-style-type: none"> <li>- Bring community members in for interviews</li> <li>- Job Shadows</li> </ul>
-Remove/don't allow excuses for failure -Integrate aspects of standard in core classes (e.g. English - critical thinking, Social Studies - problem solving, STS classes-creativng, technology programs)	Careers Class	Have businesses or others in the community help with mock situations (interviews, presentations, etc...)
Careers Class	Early Career Exposure	Not college fairs, but employment fairs
There may be very impactful speakers or videos of speakers to teach many standards (customer service, problem solving, conflict resolution)	Project- Based Learning	Job Shadows

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State Department of Education needs to recognize potential to collaborate with Nebraska Extension on Real Life Problems & Skills	Centralized Career Academy	Internships
It seems we are so focused on life skills. Responsible kids are being held back. It's no wonder the responsible kids don't return to rural Nebraska.	Schools need to be forced to collaborate to bring programs to each other. Many kids are missing out.	Career Counselor
Career Readiness Integration in Content Curriculum	Schools identify core academies, have students visit employers, or host panels. Community fairs are also efficient.	Career Fairs
Workplace Exposure/ Experiences	Opportunity to do something regionally	Internship
	Have someone put together videos for each field that one teacher can monitor that kids watch that are directly related to their field.	Mentoring
	Technology & Communication	Leverage technology. Most schools have tablets or laptops. It would be easy to connect employers to students to talk about ongoing projects, etc... To expose students to real-life examples.

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	CNA	Expose students to not only job shadows, but employer training. Leverage what employers are already doing. Offer students the ability to observe and participate.
	All day, 1x a week. Classes offered at the college or hands on classes at other schools	Job Shadowing
	Anyone going into the medical field must take a CNA class. Which can be done in H.S.	Career Counseling
	<ul style="list-style-type: none"> <li>- CNA/Med Aide</li> <li>- Cooking Class/Dietary</li> <li>- Take College Class and do skills at local nursing home</li> </ul> <p>(Note: SCC - Beatrice does course on Skype and students do the skills at local nursing home)</p>	<ul style="list-style-type: none"> <li>- Career Shadowing in Health</li> <li>- Job Fairs</li> <li>- Panel to Explain Health Opportunities</li> </ul>
	Develop program so a student is required to job shadow with 8 - 10 businesses per semester	<p>Job Shadowing with businesses</p> <p>Teach School as it's a job</p>

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	<ul style="list-style-type: none"> <li>- Résumé writing</li> <li>- Interviews</li> <li>- Cooperative Councils</li> </ul>	Have Business People come in and interview students for an XYZ job (sample job)
	<ul style="list-style-type: none"> <li>- Habitudes (1 day training)</li> <li>- NGadge - Jr. High</li> <li>- CDL - 76 hours</li> </ul>	7 Cooperatives. That could be a resource.
		UPRR Connections

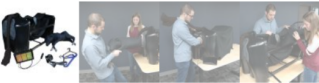

## Supplemental Document #2 - Bovine Birthing & Ultrasound Simulator



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### Bovine Birthing and Ultrasound Simulator

Give your students hands-on practice conducting bovine ultrasounds and birthing calves with our Bovine Birthing and Ultrasound Simulator. Place the Birthing Simulator on a tabletop for students to practice calf pulling with a variety of calf positions and using pulling straps. The pliable, lifelike Birthing Calf Model is made of neoprene material for durability and usability. It mimics the weight as well as the movement of a newly born calf. The Ultrasound Simulator uses sensing technology to simulate over 20 ultrasound situations. Students can diagnose bovine pregnancy and common issues, for instance. Additionally, incorporate the included curriculum for a complete experience.

**Coming June 2021**

**\$9,999.00**


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## Supplemental Document #3 - TickerPlay LED Stock Market Ticker Brochure

Proposal: LT-STT-157-2020114

### Led Ticker Display

Led ticker tapes for online streaming



**CNN** NYSE Leads in U.S. IPO Proceeds Rais



Proposal: LT-STT-157-2020114

Proposal Code	LT-STT-157-2020114
Customer Ref No	SA/VZ/003
Product code	PSTI Series
Concerned Official	Larry (larry@tickerplay.com)
Date	
Valid till	2 months
Kind Attention	
Concerned Organization	
Department	
Project	



Thank you for the opportunity to provide you with the quotation for the Led Ticker as per your request.

Tickerplay is among the pioneers in led ticker industry. Led ticker tapes are an epitome of beauty. Our led ticker tapes can be accustomed on any surface available.

Tickerplay provides its tickers with the best in class warranty of 5 years and the life-long of above 20 years, our tickers are currently among the best present in the industry.

We provide customized cabinet options available in any shape and size. Our best in class after sales and service supports which are available 24/7 enabled Tickerplay to be customer's prominent choice to be ticker provider.

We have our best in class engineers and developers who are constantly innovating and developing robust products and tailor made solutions for our customers. We give solutions to your problems!

The following proposal describes about each and every aspect of technical specification of the particular model/models followed by the commercial details and the terms and conditions.

#### Additional features in software

The data feeds like News, Sports Updates are real-time, any data source like Fox News, ESPN Sports, Yahoo Sports, and CNBC Business etc can be streamed and this data is free of cost.

Financial data, all data types are 2 minutes snapshot, 99% of the ticker installation are with 2 minutes data snapshot except few scenarios like stock exchanges.

Just in case there is any specific requirement with the data we can customize as per the needs, we can also integrate the tickers with any third-party data feed available with the customer.





### **Technical Specification**

VMS Type- (Full Matrix)	
<b>Display</b>	Straight Ticker Display
<b>Source of light</b>	High Intensity Leds
<b>Color</b>	<b>Full Color – RGB</b>
<b>Pixel Pitch</b>	<b>P7.62</b>
<b>Pixel formation</b>	SMD Led
<b>Display Version</b>	Single Faced
<b>Display Lines</b>	Single line/ Double Line
<b>Character Size</b>	Variable
<b>Fixed information</b>	--Nil--
<b>Brightness</b>	>2500 cd/m <sub>2</sub>
<b>Viewing Distance</b>	>40 meters
<b>Viewing Angle</b>	Provides 90degree(vertical) & 110degree(horizontal) viewing angle approx
<b>Display Capability</b>	Alpha-numeric
<b>Display style</b>	Scrolling
<b>Language</b>	Multiple languages as required
<b>Auto Dimming</b>	--Nil--
<b>In built sensor</b>	--Nil--
<b>Storage capacity</b>	More than 10MB
<b>Character height</b>	Adjustment from 75-160mm to the required height
<b>Display Driving method</b>	Direct current control driving circuit
<b>Mechanical</b>	
<b>Mounting</b>	Ceiling mount/wall mount
<b>Housing Material</b>	Mild steel
<b>Front plate coat</b>	Low reflection black matt finish
<b>Finish and paint</b>	Black powder coated
<b>Front finish</b>	A specially designed high temperature cured and black matt finish without front polycarbonate screen and leds



Proposal: LT-STT-157-2020114

	exposed
<b>Weight</b>	5kgs per Sq .ft
<b>Maintenance provision</b>	Rear access lid
<b>Protection</b>	Front, bottom/rear area face IP55
<b>Electrical</b>	
<b>Power Supply</b>	Power supply (input power supply); 110-240VAC 50/60 HZ
<b>Typical power consumption</b>	150-250 watts (Min-Max)
<b>Display Power Supply</b>	SMPS type
<b>Communication</b>	LAN/ Network
<b>Design</b>	
<b>VMS Design</b>	Integrated multiple led matrix module make the display panel plane and blackish matt finish gives perfect contrast to produce programmed light arrays.
<b>MTBF/life span</b>	100,000 hours
<b>MTTR</b>	1.0 Hr
<b>Environment</b>	
<b>Operating Temperature</b>	-10 deg to 70 deg C
<b>Humidity</b>	Operation ambient humidity: 10%-95%Rh
<b>Protection</b>	IP65 rating for front and IP54 for back/rear panel



## Supplemental Document #4 - Calf Simulator Included Curriculum Information



*Experiential Learning Technology*

# Calf Care

## Curriculum Overview

### Designed for:

- High school students
- Post-secondary students
- Workforce development students

### Length:

This 4.5-hour curriculum is comprised of four lessons. With supplemental materials, this curriculum can be adapted to a longer block of time.

### Goal:

To help participants learn calf care management procedures to ensure animals are healthy through a variety of activities and use of the Calf Simulator.

### Synopsis:

This simulator and accompanying curriculum provide general information about calf care management. It includes lessons on animal health assessment, esophageal feeding, navel care and castration, as well as tail vein injections and blood draws. The lessons and activities include objectives, materials required and approximate class time.

### Curriculum Components:

- Teacher's guide
- Student materials
- Assessment tools
- PowerPoint presentation slides

### Learning Objectives:

#### Lesson 1 – Animal Health Assessment

- Describe the characteristics of a healthy animal and the signs and methods used to assess an unhealthy animal.
- Provide examples of abnormalities in general animal health and relate them to the problems and illnesses they may indicate.
- List temperature, pulse, and respiration (TPR) rates for calves.
- Correctly operate a stethoscope.

#### Lesson 2 – Esophageal Feeding

- Identify parts of an esophageal feeder and alternative names for the feeder.
- List and demonstrate the proper technique of administering fluids using an esophageal feeder.

#### Lesson 3 – Navel Care and Castration

- Name two potential causes of swollen navels.
- Describe how to properly prevent swollen navels on calves.
- Identify the proper method of castration based on age.
- Demonstrate how to castrate a calf at various age levels.

#### Lesson 4 – Tail Vein Injections and Blood Draws

- Name three different reasons a producer and/or veterinarian might use the tail vein.
- Describe how to properly conduct a blood draw.
- Identify the location for conducting tail vein injections or draws.
- Demonstrate how to do a blood draw or injection using a tail vein.



It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

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